

Performance Objectives And Instructional Cues	OUTLINE AND PRESENTATION
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LESSON PLAN

INTRODUCTION

Course Title: Behavior Management and Crisis Intervention

Instructional Goals:

Introduce the student to basic techniques related to behavior management and crisis intervention.

Instructional Objectives:

Upon completion of this course, participants will be able to:

1. Define various term commonly associated with crisis interventions
2. Identify common calming skills.
3. Identify the parts of the acronym RAPP.
4. Identify the importance of verbal and non-verbal calming skills.
5. Identify non-language factors which contribute to a negative response from people such as disrespectful attitude, officious tone of voice or manner, use of body language.
6. Identify language style factors which contribute to a negative response from the public such as profanity, derogatory language, ethnically offensive terminology, inappropriate use of police jargon.
7. Identify major indicators of subject's mental or emotional state.
8. Demonstrate, during a mock exercise, effective communication skills in dealing with the following types of persons-hostile, angry, hysterical, drunk, deranged, young, old, racist, etc.
9. Identify factors which affect perception by an individual, such as past experiences, maturity, mental condition, physical condition, environment, emotional involvement.

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	<ol style="list-style-type: none"> 10. In role play, identify good and bad intervention/mediation practices. 11. Identify techniques for defusing subject's crisis or stress symptoms such as acknowledging his ordeal, provide active listening, ask diversionary questions, explain options and procedures that will occur. 12. Identify alternative actions in resolving a conflict situation such as separate, mediate, refer. 13. Demonstrate techniques to calm or control an emotionally distraught person. 14. List and demonstrate problem-solving skills. 15. Define the principles of conflict resolution. 16. Define defusing techniques. 17. Define aggressive behavior. 18. Define the principles of interpersonal mediation/counseling techniques. 19. Define the relevance of crisis intervention and conflict resolution to community policing. 20. Demonstrate the ability to use interpersonal mediation, defusing and counseling skills. 21. Identify those situations when short-term crisis intervention mediation/counseling is needed. 22. Identify proper procedures to comfort emotionally upset or distraught persons. 23. Identify techniques to defuse emotionally tense situations. 24. Identify the goals of mediation, when to mediate, and how to mediate.

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Instructional Methods:

Lecture, discussion, group work

Handouts:

Estimated Time: 8 Hrs

Bibliography and References:

Banton, M. The Policeman in the Community. (1964) New York: Basic Books.

Bolz, Frank, Dudonis, K., Schulz, David, (1990) The Counter Terrotism Handbook. New York City, NY. Elsevier Science Publishing.

Brown, M.K. Working the Street. New York: (1981) Russell Sage Foundation.

Municipal Police Officers Education and Training Commission. Role of the Police in the Legal System. Basic training course MPOETC Harrisburg, PA.

Police-Mental Health Training Program. (1993) 4th printing New York State Office of Mental Health Bureau of Forensic Services.

Constables Basic Education Training Manual. (1998) Continuing Education Office, Fayette Campus, Penn State's Commonwealth college.

Massachusetts Criminal Justice Training Manual (1998) Basic Curriculum.

Instructor: _____ Presentation Date: _____

Prepared by: _____ Date: _____

Approved by: _____ Date: _____

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2. There are six stages or phases of a crisis:
 - a) Disruptive factors begin to impact on a persons ability to function and to cope. They will experience a feeling of chaos, feelings of confusion and feeling of dependency.
 - b) Available resources are mobilized and coping response begins.
 - c) Problem continues as old strategies and methods of problem solving do not work.
 - d) Emotions intensify, problem-solving ability decreases. In other words, as the problem gets worse the ability to deal with problems is reduced. The person becomes irrational, unfocussed and withdrawn.
 - e) Either negative or positive influences become established. The subject may exhibit:
 - 1) Displaced anger: venting of anger on or against another individual who is not responsible for your emotional trauma.
 - 2) Aggression/destructive behavior: toward him/herself or others.
 - 3) Attention-seeking: abnormal: bizarre, abnormal, or unusual behavior done purposely to attract attention.
 - 4) Abuse of alcohol and/or drugs: aggressive threatening behavior can be a result of the abuse of alcohol or drugs.
 - f) Crisis subsides or ends, resulting in some level of normalcy and the ability to cope.

II. Personal and Professional Calming Skills

- A. The definition of “defuse” is to make less dangerous, tense, or hostile.
- B. Defuse should be the acronym used by the officer to guide his/her actions in crisis intervention situations
 1. **Depersonalize** – to render impersonal. The officer would address the situation professionally without being affected by any feelings he or she may have toward the particular persons involved.
 2. **Encourage to vent** – emotions such as anger, fear, resentment, anxiety and hatred.

LO 2

Transparency # 3

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<p>LO 3</p> <p>Transparency #4</p>	<ol style="list-style-type: none"> 3. Find out the facts – who is involved, when did it happen, where did it happen, what happened, why did it happen, and how did it happen. 4. Understand feelings – the identification with or understanding of another’s situation, feelings, and motives. 5. Suggest solutions – Help, aid, and encourage the other person(s) to come to their own conclusions. 6. End on a positive note – Avoid the common error of trying to cheer up a depressed person. It is important that the person in crisis feels that he or she is understood. <p>III. Rapp</p> <ol style="list-style-type: none"> A. In the slang terminology this means to talk to, to communicate. Whether slang or otherwise, communication not only involves speaking but listening and observing as well. So, continuing with our acronyms let us examine the concepts known as RAPP <ol style="list-style-type: none"> 1. Recognize – to know or identify from past experience or knowledge. 2. Aware, asses, anticipate, action- <ol style="list-style-type: none"> a) Aware: having knowledge or cognizance. b) Assess: to evaluate or appraise. c) Anticipate: to feel or realize beforehand, to foresee. d) Action: behavior or conduct. 3. Position – an advantageous place or location. 4. Pacify – to ease the anger or agitation. B. The application of the RAPP principles by the officer will result in heightened awareness as well as safer conditions for all persons involved in the sensitive situations. C. Having an understanding of the principles of defuse and RAPP, lays the foundation for the officer to meet the challenge of crises intervention situations.

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<p>LO 4</p> <p>Transparency #5</p>	<p>IV. Importance of Verbal and Non-Verbal Calming skills</p> <p>A. “Verbal” refers to tone, pitch, speed and inflection of your voice while asking and ascertaining what exactly the problem is, and while suggesting alternative options and solutions.</p> <p>B. Non-verbal calming skills would include positive gestures and positive facial expressions while reflecting a competent, interested demeanor.</p> <p>C. It is common knowledge that the non-language (non-verbal) language aspects of communication are often more important than the verbal. That is, what is said is in some respects less important than what is said through the use of body language. The reason for this is that the non-verbal aspects indicate exactly what the interpretation should be of the words which are uttered. However, we rarely examine exactly what factors in our non-verbal communication are most important.</p>
<p>LO 5</p>	<p>V. The following list examines some of the most important features on non-language (non-verbal) communication and also indicates how they may inadvertently contribute to a negative response from people.</p> <p>A. <u>Eye contact.</u> The officer who is looking at a notebook, the ground or somewhere else may inadvertently communicate impatience and disinterest. Rigid, unblinking eye contact is hostile, to much eye contact seems threatening.</p> <p>B. <u>Body Posture.</u> Leaning back from the speaker frequently indicates disbelief or skepticism. Folding your arms in front of yourself sends out a message that you are “closing out” the other person. Head down means you are rejecting the person speaking. When interviewing people it is a good idea to monitor one’s body posture to determine what is being communicated.</p> <p>C. <u>Distance.</u> There is usually an optimal distance to maintain when talking to other people. If one stands too close or too far away, the conversation is likely to be uncomfortable. People react negatively if our distance from them is not appropriate to the situation and relationship. Too close could convey a threatening gesture.</p>

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LO 6	<p>D. <u>Touching.</u> People may be threatened if an officer reaches out to them. Touching is a sign of dominance. This is particularly true of victims of sexual assaults.</p> <p>E. <u>Vocalization.</u> This term refers to the volume, speed, and pacing of speech. People who are upset tend to speak loudly and quickly. The quick firing of questions leads to an impression of impatience and adds a note of interrogation which can lead the victim to feel intimidated.</p> <p>F. <u>Officious manner.</u> The way we tend to hold ourselves, the way we tend to stand over people, the raised eyebrow shows disbelief, tightening jaw and squinting eyes shows antagonism. The way we walk or “Swagger” (the John Wayne walk) should always be avoided.</p> <p>VI. The use of language style can contribute to a negative response from the public. The following are some examples of “styles” to be avoided.</p> <p>A. Profanity</p> <p>B. Loud voice</p> <p>C. High pitch</p> <p>D. Speaking quickly</p> <p>E. Monotone voice</p> <p>F. Derogatory language</p> <p>G. Ethnically offensive terminology, (i.e. Jews, micks, japs)</p> <p>H. Inappropriate use of police jargon</p> <ol style="list-style-type: none"> 1. Can cause you to be misunderstood. 2. Can cause you to appear detached, or to be suggesting that the problem is just something to be classified, or diagnosed.

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LO 7

VII. Indicators of a persons emotional or mental states

A. Verbal expression:

1. It must be understood that a person in a crisis situation may be yelling and screaming, cursing, referring to God or may even revert to a native language. This happens because crisis events initiate a regressive process. Secondly, the victim may not be able to articulate what has happened, or the victim may be completely silent. The responding police officer should be aware of the contagious element of the crisis event and avoid shouting orders, using police jargon and joking. Police jargon is a foreign language to the crisis victim in the same way that a native language may be to the police officer. This situation should be handled in a calm manner with the officer speaking clearly and remaining respectful towards the victim.
2. Further, the officer should recognize that ventilation allows the person to recapture dignity and respect. Do not constantly interrupt while the victim is telling his/her story. Be particularly aware of the psychological distancing, i.e. don't jump to the first name basis; that would position you too close. Don't act disinterested in the victim's problem; that would position you too far away.

B. Physical movement:

1. In terms of physical movement the victim may be running around, waving arms, grabbing, hitting, or be completely immobilized. We should not take personal affront to this behavior. However we should undertake whatever reasonable action necessary to prevent injury to ourselves and the victim. The victim is quite vulnerable to influences, negative as well as positive. Shouting, rolling of the eyes and shaking of your head may have a negative effect on the victim. Instead, body language should be conducive to friendly eye contact, and facial expressions conducive to listening and empathy.

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	<ol style="list-style-type: none"> 2. The victim's behavior is not usually supportive of a successful resolution, therefore, the officer in this case may assign tasks that will be helpful to him/her in directing his/her behavior. For example, if the person who is displaying crisis behavior is not the victim, you might have them call relatives, comfort someone else, etc. again restrain only when necessary for safety. <p>C. <u>Decision making</u></p> <ol style="list-style-type: none"> 1. To expect a crisis victim to make sound and rational decisions may be asking too much. What we are likely to observe is a shifting in behavior, for example asking, "What should I do?" Responding police officers should avoid making inappropriate assumptions based on first impressions. To help the crisis victim overcome his/her physical and/or psychological trauma, the responding officer should be objective and considerate of the psychological affect it has on the victim. The process helps the victim regain decision making ability. General procedural information may be given at this point, i.e., court procedures, compensation board information, court dates, etc. <p>D. <u>Display of Confidence</u></p> <ol style="list-style-type: none"> 1. The nature of police fact finding and report writing has a "blaming element". Therefore, be aware that the crisis victim lacks self-confidence and will be sensitive to any display of blame. They will tend to question their previous decisions and blame themselves for what has happened. Also, without realizing, the officer in an effort to gain control and initiate orderly behavior, may shift from a helping role to a blaming role. Avoid such behavior. Efforts should be made to de-emphasize blame. A quick but safe response is essential before crisis behavior sets in and becomes a permanent part of the victim's character. Finally, the idea that the victim did the correct thing by calling for help should be conveyed.

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E. Psychosis

1. Severe mental disorder characterized by a diminishing or intellectual and social functioning, and by partial or complete withdrawal from reality.

F. Schizophrenia

1. A psychotic disorder characterized by loss of contact with environment and by disintegration of personality.

G. Character disorder

1. An obsolete term which has given way to personality disorder. This "condition" includes a host of disorders, compulsions and obsessions which interfere with how one functions in his or her world. Furthermore, a personality, in its struggle to adjust to external and internal stressors, utilizes a pattern of action or behavior. It is manifested chiefly in motivational and social maladjustment. Related areas include inadequacies, schizophrenia, paranoia and aggressive personality.

H. Neurosis (anxiety)

1. Any of various functional disorders of the mind or emotions without obvious organic lesion or change and involving anxiety, phobia (fear of...), or other abnormal behavior symptoms.

Divide the class and by the use of a mock exercise demonstrate effective communication skills in dealing with the following:

VIII. The following information is to assist the recruits in their presentations

- A. Hostile – Feeling or showing enmity (deep seated hatred or hostility); resentment, antagonistic.
- B. Angry – Having a menacing aspect, furious, indignant, irate, ireful, mad
 1. Anger is a process, a way of communicating.

LO 8

Handout #1

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	<ol style="list-style-type: none"> 2. It is an uncomfortable, sometimes spontaneous emotion that dictates something is wrong. 3. To dispel anger, people must understand why they are angry. 4. One feel that anger will restore justice. 5. Talking about the anger-causing incident rehearses and increases the anger. 6. Talking about the anger-causing incident with someone who is listening releases anger effectively. <p>C. <u>Hysterical</u> – A neurosis characterized by physical symptoms, such as blindness or paralysis, without apparent or organic cause. Exhibits excessive or uncontrollable emotion, such as fear or panic.</p> <p>D. <u>Drunk or alcoholic</u> – Alcohol is a powerfully addicting substance. People become addicted to alcohol for exactly the same reason that they become addicted to any other addicting – substance: they have a hidden, in born, inherited, metabolic error or flaw that affects the way their bodies metabolize carbohydrates. Alcoholics are compulsive, and the out of control. The use of alcohol, produces recognizable, identifiable, unpleasant withdrawal when its use ends.</p> <ol style="list-style-type: none"> 1. <u>Physical signs of intoxication:</u> <ol style="list-style-type: none"> a) Flushed, pale or bruised face. b) Bloodshot or crossed eyes. c) Alcohol on the breath. d) Belching, hiccuping, vomiting, and shallow or heavy breathing. e) Uncoordinated gait, stumbling, walking Into objects. f) Profuse sweating. g) Incontinence (wetting oneself) h) Uncontrollable waving of the arms and hands.

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	<p>2. <u>Psychological signs of intoxication</u></p> <ul style="list-style-type: none"> a) Inappropriate laughing, crying, or talking. b) General hostility for no apparent reason. c) Incoherent speech or mumbling. d) General disorientation, the individual may not know where he/she is or the time of day. e) Inappropriate behavior in response to requests. <p>E. <u>Emotionally Disturbed Person</u></p> <ul style="list-style-type: none"> 1. The emotionally disturbed person (EDP) falls into three categories: <ul style="list-style-type: none"> a) Long-term (Chronically mentally ill) b) Chemical abuser (drug and/or alcohol influenced) c) Short-term (temporarily out of control) 2. When interacting with an emotionally disturbed person, the officer should learn to talk, listen, move slowly, be perceptive, use sound communication skills as well as allow the person time to vent. <p>F. <u>Racist</u> – One who believes that some races are inherently better than others. Members of a racist group or gang.</p> <p>G. <u>Young</u> – In the early period of life or development, lacking experience. Youth's that are members of a gang, with personality problems, behavior disorders, form broken homes, etc.</p>

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	<p>H. <u>Elderly</u> – They comprise the fastest growing age group in the United States. Attitude studies reveal that older Americans believe aging “happens to someone else”. In a Louis Harris poll recently conducted, the elderly identified crime as their most serious personal problem. This means that current and future police officers will have to address the “perception of crime” problems, regardless of the actual crime rates for the older persons. Other problems such as loneliness and money needs also impact on the elderly. Identifying our feelings about older people is also important. Are they impatient? Are they empathetic? Are they emotionally involved in ways that may be counterproductive, such as encouraging dependency and child-like behavior in older people rather than independence and self-fulfillment as much as possible? The elderly today have completed fewer years of school than the general population. This is due to a lack of emphasis upon schooling and fewer opportunities for higher education when the current older population were of school age and college age. One in every eight members of the older age group is functionally illiterate. By understanding the changes that may occur with aging, and how to deal with them, the police officer can provide service more effectively and with greater understanding.</p> <p>I. <u>Deafness</u></p> <ol style="list-style-type: none"> 1. According to the last U.S. Census, there are more than 13 million Americans with hearing impairments. Of this number, 5 million persons have slight hearing impairments, approximately 6 million citizens suffer from significant hearing loss, and 2 million others are completely deaf. Although nearly all deaf people have the physical ability to speak, their speech is not always well developed or intelligible. Persons born deaf do not hear normal speech sounds and therefore they need to be taught to speak. Since most deaf persons could develop their speaking ability, the term “deaf mute” is considered an offensive label. A hard-of-hearing person or a person who has lost his/her hearing later in life will have better speech than a person who is born deaf.

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2. The American Sign Language (Amesian) is the sign language most often used by deaf persons in the United States. The following characteristics will help identify the deaf or hearing impaired person.
 - a) Startled and surprised reactions.
 - b) Constant and noticeable scanning of the immediate surroundings to compensate for the lack of data acquired through sound.
 - c) Constant and noticeable attempts to read lips of individuals in their immediate vicinity.
 - d) Descriptive signs from the individual such as pointing to an ear and shaking of the head to indicate "no".
 - e) Unintelligible speech may be attempted utilizing single words and phrases.
 - f) Voice may lack appropriate inflection patterns and be loud, rough, nasal monotonous, too high or too low for the sex of the individual.
 - g) Face tends to be over expressive with the dramatic movement of lips, eyes and facial muscles.
 - h) A person may wear hearing aid in one or both ears.
 - i) The hearing-impaired or deaf person may gesture for the need to write.
 - j) The deaf person may reach into his or her pocket for a pad and pencil.
 - k) The deaf person may strike out if approached from the rear.
3. To communicate with the deaf when there is no interpreter available, there are three main forms of communication available:
 - a) Look directly into the persons eyes and slowly say "Can you read lips?"
 - b) Written communication.
 - c) Use of sign language.

LO 9

IX. There are factors which affect our perception and help us in preparation for handling a crisis.

- A. Past experiences, maturity. Participation in events and previously learned behavior leading to an accumulation of knowledge or skills. It is an event or series of events participated in or lived through by the subject.

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- B. Mental condition. Be positive and self assured try to be helpful not submissive, you set the limits with compassion. Avoid argumentative or demanding verbal language. Speak softly, slowly, and simply.
- C. Attitude – Are the feelings we have about persons, things, or situations. Once formed they are difficult to change unless our views are overwhelmed by new knowledge. We have attitudes towards people, our family, the way we drive, our health, our leisure time, our religion, our employer, and the public. Some are good and some are negative.
- D. Physical condition. Physical fitness is crucial to reducing physical threats against yourself by criminals or emotionally disturbed individuals.
- E. Environment. Be aware of your surroundings.
 - 1. Whenever possible never approach a suspect without a backup.
 - 2. Be aware of non complying accomplices.
 - 3. Note if the suspect is armed, are there any potential weapons in clear view. (e.g. letter openers, scissors, heavy objects that can be thrown).
 - 4. Check for injuries or obvious need for medical attention.
 - 5. Know the easiest escape route.
- F. Emotional involvement – Something in your past may cause you to react.

Have the class break into small groups and by role playing, identify good and bad intervention and mediation practices.

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- X. **To assist in defusing a subjects' crisis you should, acknowledge his ordeal**
 - A. There are four stages of a crisis.
 - 1. The problem occurs

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LO 13	<ol style="list-style-type: none"> 2. The person can not address the problem with normal coping mechanisms. 3. Persons behavior and emotions change. 4. The person's behavior and emotions increase. <p>B. Provide active listening, ask diversionary questions, explain options and procedures that will occur offer options to his/her crisis situation.</p> <ol style="list-style-type: none"> 1. <u>Know yourself</u> – An individual must be aware of his/her own physical and emotional limitations, based on his/her training, experience, and abilities. 2. <u>Know the subject/suspect if possible</u>, through the gathering of information, or through prior experience in dealing with the subject/suspect. 3. <u>Know the environment</u>. This requires some preparatory information-gathering about the community, geography and social norms. <p>XI. Calming techniques that can be used to control an emotionally distraught person.</p> <ol style="list-style-type: none"> A. <u>Active copers</u> – externalize emotions and try to improve the troubled environment be engaging in activities designed to bring about change or confrontation. B. Determine the victim's emotional state; avoid assuming that external calm truly reflects the internal state. C. Directly reassure the victim of his or her immediate safety; indicate that continued assistance from the police and other resources will be available. D. <u>Passive copers</u>-internalize emotions with little external reaction the passive copers response does not change or remove the troubled environment but rather serves as an emotional buffer to serves as an emotional buffer to filter the reality of the circumstance. E. Communicate patience and a willingness to spend whatever time is necessary to help.

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LO 14	<p>F. Express understanding of the importance which he/she places on the event; avoid treating anyone's problem as routine.</p> <p>G. Be patient, give direct instructions, whenever possible, which will help the subject regain control; avoid impatience and demands for immediate control.</p> <p>H. Help restore dignity through courtesy and respect.</p> <p>XII. Have class form into small groups and act out problems and resolve them through the utilization of problem solving skills such as:</p> <p>A. Rapid rapport and sense of connection, reflecting back to the speaker what has been expressed.</p> <p>B. Non-judgmental, non-evaluative (you sound very upset).</p> <p>C. Not taking sides or a position in a dispute.</p> <p>D. Sincerity is a must-genuine interest is what defuses the emotional arousal.</p> <p>E. Paraphrase the speakers words, if necessary, so that they begin to feel that you have some understanding (not necessarily agreement with) their source of anger, pain, fear or frustration. You care enough to listen.</p>
LO 15	<p>XIII. Principals to be used in conflict resolution:</p> <p>A. Gather information from the context.</p> <p>B. Use communication techniques to understand the interaction or problems.</p> <p>C. Stay emotionally detached.</p>
LO 16	<p>XIV. Techniques that can be used as defusing methods.</p> <p>A. Modeling calm behavior.</p> <p>B. Show understanding.</p> <p>C. Use reflective listening to defuse affective arousal.</p>

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- D. The use of distraction (a technique involving the diversion of the disputants attention usually by asking irrelevant questions or by using light or sound).
- E. Appropriate v. inappropriate body language.
- F. Use non-verbal techniques to help defuse (i.e. distance, posture, separation, distraction.)
- G. The need for outshouting. (a technique in which an officer shouts louder then the disputant in order to be heard.)
- H. Restatement; the paraphrasing of the disputant's words to show that the officer is "with him". (understanding him/her not necessarily agreeing with him/her.)
- I. The usefulness of trusted others.
- J. Emotional arousal must be minimized before rational problem solving can begin.

XV. What is Aggressive Behavior?

A. The acting out either verbally, non-verbally or physically in an aggressive manner against another or society in general. The following are examples of some behavioral clues that suggest a person may be about to act aggressively.

1. Verbal cues
 - a) Direct warning.
 - b) Demanding or threatening speech.
 - c) Loudness, raising pitch of voice.
 - d) Clipped or pressur4ed speech.
 - e) Morose silence.
 - f) Short yes/no answers.
 - g) Lack of logical thought.
 - h) Exhibiting frustrations easily frusted by "no"..
2. Non-Verbal cues:
 - a) Facial expressions:
 - (1) Reddish color in the face.
 - (2) Jaws tense, clenched teeth, biting pursed lips.
 - b) Shallow and rapid breathing
 - c) Racing pulse.
 - d) Restlessness
 - e) Pacing.

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	<ul style="list-style-type: none"> f) Stony withdrawal. g) Tightened position. h) Pounding i) Kicking. j) Wringing of hands, clenched fists. k) Intent glare, eyes vigilant (1000 Yard stare) l) Breaking eye contact and "Target Stare". m) Body language (e.g. closing off, turning away, rapid movement) <p>3. <u>Factors associated with imminent danger and violence.</u></p> <ul style="list-style-type: none"> a) <u>Loss of personal power.</u> Often individuals undergoing turmoil or stressful personal dilemma's feel powerless to control or confront those factors. This can result in aggressive, bizarre and antagonistic behavior with little or no regard for consequences. b) <u>Interpersonal conflict.</u> Many factors contribute to this category, such as bias, prejudice and past unpleasant or painful experiences. c) <u>Sensation seekers.</u> Many times individuals who lack self-fulfillment, suffer from boredom in their employment or domestic situation, or feel that no one pays attention or respects them will express themselves in ways that others feel are dangerous, outlandish or unusual. d) <u>Child abuse or neglect.</u> This can be apparent in the actions of juveniles as well as adults and can be realized in short-and long-term behavioral patterns and problems. It has been determined that those individuals who have suffered from child abuse many times become abusers themselves. e) <u>Mental illness.</u> There is no one acceptable definition of mental illness. However, psychologists, psychiatrists and therapists do agree, generally, that mental illness is a condition that interferes with mental or emotional processes and internal behavioral control and that is not manifested only in repeated criminal or antisocial conduct.

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XVI. In interpersonal mediation and counseling you need to have an understanding of some basic skills.

A. Cognitive understanding of the situation.

1. Gather information from the context.
2. Use communication techniques to understand the interaction or problem.
3. Stay emotionally detached.

B. Management of feelings and defusing techniques.

1. Use reflective listening to defuse affective arousal.
2. Emotional arousal must be minimized before rational problem solving can begin.
3. Use non-verbal techniques to help defuse (i.e. distance, posture, separation, distraction.)

C. Identify and isolate factors.

1. Use reflective listening to gain insight into the history of the problem.
2. Establish the best rapport possible with the subject(s).
3. Allow subject(s) to express the problem as they see it.
4. Encourage them to break the problem into smaller pieces; to see the elements of the crisis or the conflict.

D. Resolution

1. Should come from the subject(s).
2. Mediation can be used by suggesting but not imposing compromises in conflicts.
3. Reconciliation should be encouraged by identification with common goals.

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- E. If resolution is not possible – or permitted by law – separate disputants and/or invoke the legal process.

XVII. Crisis intervention and conflict resolution in community policing.

- A. Community policing prescribes a shift from the original narrow definition of policing as enforcement of the law to a much-broadened definition of policing as a service to help solve a wide range of community and citizens problems. The job of policing and, thus, the way the police wield their powers of discretion are undoubtedly affected by the social makeup of a community. Just as important as the actual problems of crime and disorder are the community's vague, often ambiguous expectations of what the police should do about those problems. What the police actually do, though, depends on both their understanding of the community's exceptions of the proper use of police authority and their own sense of what should be done.
- B. Police competence in crisis intervention has inherent advantages to the police and to the public. In handling crisis situations correctly, the officer gains self confidence in his/her ability to mediate conflict, and job satisfaction from the fact that he/she has provided meaningful assistance to crisis victims. For the public there is a renewed sense of self-esteem and confidence in their future. The proper handling of a crisis events by the police has other advantages:
1. Personal safety for both the officer and the victim; and
 2. Increased communication with the public, which can lead to their cooperation and support of the police.

LO 20

Divide the class into groups and have them demonstrate interpersonal mediation, defusing and counseling skills.

LO 21

XVIII. Situations when short-term intervention mediation/counseling skills are needed.

- A. Family disputes.
- B. Problems with children.

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	<p>C. Money problems.</p> <p>D. Landlord tenant disputes.</p> <p>E. Illness of a loved one.</p> <p>F. Death in family.</p> <p>G. Loss of job, etc.</p> <p>XIX. How do we comfort emotionally or distraught persons.</p> <p>A. Communication while interviewing is the key. If you communicate professionalism, confidence, efficiency, sincerity and empathy, half of the job will be accomplished. If you are calm and concerned, your task will be easier. Making a good impression and using common sense will promote confidence in your ability to handle the situation. Approaching police response with these general considerations will enhance your potential for accomplishing the self-satisfying supportive police role.</p> <p>XX. Techniques to defuse emotionally tense situations.</p> <p>A. Avoid automatic response. The officer must not lose volition or conscious control. He must strive to control his/her emotions, even under the most trying or difficult of circumstances.</p> <p>B. Use reflective listening to defuse affective arousal, be concerned, empathetic and in control.</p> <p>C. Observance of the individual is important.</p> <p>D. Communicate interest through eye contact, body language and accurate responses to the individual.</p> <p>E. Be professional not personal. Maintain an objective outlook, not letting any personal bias, prejudices, or prejudgmental feelings affect your feelings , affect your performance, or decision making.</p>

LO 22

LO 23

Transparency #7

Performance Objectives And Instructional Cues	OUTLINE AND PRESENTATION
	<p>F. Control anger.</p> <ol style="list-style-type: none"> 1. You can control the anger of others buy not becoming angry or aggressive in response to anger or aggression. 2. Give the other person the right to feel angry. 3. Recognize that the other person's anger is a sign of his/her feeling weak or helpless. 4. Separate the other person's anger from aggression. 5. Focus your own as well as the other person's attention on the task or problem at hand. 6. Express emotion such as respect or affection to help the other person regain control. 7. Explain the situation in a rational, logical fashion. 8. Seek help (from social service agencies, doctors, therapists, etc.) <p>G. Avoid retaliation.</p> <p>H. Try asking instead of commanding.</p> <p>I. Acknowledge anger.</p> <p>J. Think before acting. Taking time to think helps you avoid automatic response.</p> <p>K. Provide alternatives & options.</p> <p>L. Listen; and be concerned, empathetic and still in control. Empathy should not be confused with sympathy. Empathy is understanding the feelings of others, rather than feeling sorry for others.</p> <p>XXI. Mediation</p> <p>A. Can be used by <u>suggesting</u>, but not imposing compromises in conflicts.</p>

Performance Objectives And Instructional Cues	OUTLINE AND PRESENTATION
	<p>XXII. The goals of mediation</p> <ul style="list-style-type: none"> A. Resolving disputes. B. Creating agreements. C. Teaching people to get along D. Teaching people to listen to one another. <p>XXIII. How to Mediate</p> <ul style="list-style-type: none"> A. Speak in a calm quiet voice. B. Speak in everyday language with a warm positive tone. C. Move from legalistic, and punishment oriented, view to an understanding and compassionate one. D. Clarify and summarize. This ties together points of discussion as well as confirming issues discussed. <p>XXIV. The last step it the “wrapping up” – the contract for resolution.</p> <ul style="list-style-type: none"> A. This process results in the agreement on what is to happen next to resolve the crisis. B. The nature of the crisis may mean that there are specific procedures that you as an officer <u>must</u> carry out. <ul style="list-style-type: none"> 1. “Agreement” may be very limited for the individual. 2. In these cases, be very clear that you are following the rules. 3. Depending on the nature of the crisis, the contract to be agreed upon could be as simple as to refrain from a certain behavior until help or some other resource arrives.

Performance Objectives And Instructional Cues	OUTLINE AND PRESENTATION
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XXV. Issues Related to Ethics and Community Policing

Note to Instructor: Before you conclude this lesson plan, lead your students through a problem to consider and examine the following questions: (Use lists on a blackboard or flip chart as appropriate)

- A. How does effective police community relations impact police performance of the above knowledge area?
- B. How does ineffective police community relations impact police performance of the above knowledge area?
- C. What are the ethical issues related to this area of police work? (list possible ethical conflicts)
- D. What is the importance of ethical behavior in performing police work in the above knowledge area?
- E. What impact might unethical behavior have on successful performance of the above knowledge area?
- F. What impact might unethical work performance have on community oriented policing?